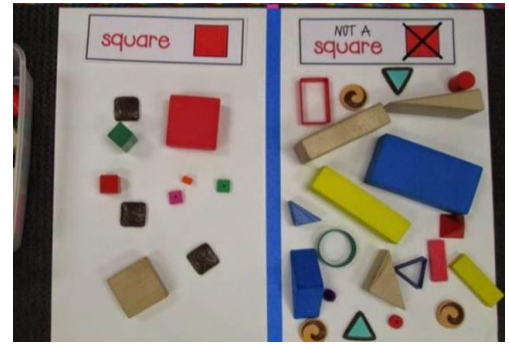| 1. **Evidence of lesson planning**	
1a. Instruction is meaningful, purposeful, and addresses FL standards.	

Quality indicators: • Activities are developmentally appropriate for the child's age and skill level. • State standards and IEP goals are considered for both adult-initiated and child-initiated activities. • Teachers prepare for lessons in advance with materials ready when children arrive. • Children are provided opportunities and support throughout the day to practice functional use of skills. • Lesson materials include information related to real life to facilitate generalization across settings and situations.	
Questions to ask: ✓ *How are activities developmentally appropriate?* ✓ *How are IEP goals and State Standards (VPK) embedded into this activity?*	
Supports, Accommodations, Adaptations	***Links for Additional Information*** ***Right click to open in new window***
Universal Supports → Teachers and staff should be familiar with Florida Early Learning and Developmental Standards and be aware of the sequences of development described in each domain of the document. → Plans should allow for extension activities related to themes and skills. → Plans should allow for and encourage child-directed and social play activities.	***Applying Universal Design (TATS/FIN)*** ***Lessons that Last a Lifetime - Basic Skills*** ***Link to Florida Early Learning and Developmental Standards - 2017***
Targeted/Specialized Supports → Lessons and themes should relate to "real-life" and objects and visuals that represent the information should be provided. → Pre-requisite skills and pre-requisite vocabulary should be directly taught → Lessons should provide for additional and extended practice of skills with re-teaching as needed. → IEP information (learning goals, present levels, learning styles and needs for support) is considered when planning and referenced in the lesson plans.	***Sample Lesson Plan (editable)*** ***Supporting Art and Projects*** ***Focus on Vocabulary during Routines*** ***Sample Schedule with suggested times***
Intensive Interventions → Prompting strategies should be pre-planned, taught to staff, and used consistently. → Manipulative and real-life objects should be provided. → Consult with family, service providers, and classroom staff to be sure that activities are accessible to children with intensive needs. → IEP information (learning goals, present levels, adaptations, learning styles and needs for support) is considered when planning lessons and activities.	***Encouraging Language and Communication*** ***Visual Strategies to Support Emergent Literacy***

Evidence of Lesson Planning	
1b. Teachers know and can describe instructional objectives and purpose of activities.	

Quality indicators: • Teachers can explain what children are learning throughout the day for all indoor and outdoor activities. • Teachers can explain how activities relate to State Standards or IEP goals. • Teachers are aware of IEP goals, accommodations and/ or modifications for diverse learners. • Teachers and staff plan for and facilitate the practice of skills in varying situations and settings.	
Questions to ask: ✓ *Do the children understand what they are learning? How do you know this?* ✓ *How are IEP goals and State Standards embedded into this activity?*	

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Plans should be based on and correlated to the standards. → Teachers and staff should be aware of how the lesson and the activities relate to the standards, IEP's (as applicable), and progress monitoring (including formal, classroom-based, and district informational) tools. → Teachers and staff should facilitate practice of skills in various settings for all children.	*Florida Early Learning and Developmental Standards* *Universal Design for Learning Overview*
Targeted/Specialized Supports → Display visuals stating and showing learning goals for lessons, activities, and specific needs → Cue children to learning goals before activities as well as before and during practice opportunities. → Inform children verbally and visually how they are doing and remind them of what they have learned. → Teach skills directly and provide additional guided practice in varying situations.	*Guide for Individualizing Instruction from Head Start Inclusion* *Breadth of the Three Child Outcomes* *Sample Matrix: Learning Goals* *Planning Matrix from Head Start*
Intensive Interventions → State the goals for children with significant needs with simple and clear words and visuals, followed by practice with emphasis on functional use of skills. → Collaborate with families and service providers to determine IEP goals and how they will be addressed.	*Ideas to Engage Students with Significant Multiple Disabilities* *Planning Matrix from Head Start*

Evidence of Lesson Planning

1c. Plans and activities consider and accommodate for individual needs, including IEP goals.

Quality Indicators:	
Quality Indicators: • Teachers' plans indicate use of adapted materials and activities when needed. • Teachers' plans indicate multiple modes of presentation of lessons and activities and allow for repetition and practice across various settings. • Teachers plan for and allow multiple modes of participation in various settings and situations.	
Questions to ask ✓ Are needed adapted materials readily available to children? ✓ Are activities planned to allow for multiple modes of learning and responding? ✓ Are IEP goals noted on lesson plans and evident in instructional strategies?	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Teachers and staff should become familiar with strategies that support all children across a wide range of differences and needs. → Plan for accommodations and specialized materials as appropriate. Consult with service providers and family members regarding meeting the needs. → Monitor progress as well as success of supports in order to share and gather information with family.	*FL Early Learning and Developmental Standards 2017* *Individualizing Services with Universal Design Learning (TATS/FIN)*
Targeted/Specialized Supports → Plan and implement a systematic process of prompting. → Provide photos, visuals, and objects related to themes and lesson information. → Plan for using specialized and adapted materials for motor, vision, and cognitive needs. Plans should include information related to each child's access to activities. → Allow for extended practice, re-teaching, and strategies such as sensory breaks,and hands-on practice. → Plan for practice in a variety of settings and situations.	*Overview of Individualized Supports* *Head Start Center for Disabilities* *Center Activities for Literacy*
Intensive Interventions → Consult and collaborate with family and service providers to support goals and be certain that adapted materials are provided. → Include skills that are related to real-life and provide examples during lessons that allow children to use the information. → Include adaptive and personal-care skills in the daily schedule and provide sufficient support and practice for children to learn the skills. → Implement specific plans to address behaviors, communication, AAC use as needed.	*Adapting Materials and Activities* *Children with Multiple Disabilities - Tips for Teachers* *Descriptions and Tips for Children with Special Needs (Head Start)*

Evidence of Lesson Planning

**1d. Teachers use ongoing progress monitoring to inform group and individual plans.**

Quality indicators
- A system for collecting information about children's performances throughout the day is in use by teachers/ staff (examples: clip boards, sticky notes, data sheets)
- Teachers/staff use a system for recording and monitoring progress (examples: teacher-made tool, curriculum-based document, district informational tool)
- Progress monitoring is evident for skills at varying developmental levels and child outcome areas.
- Information from progress monitoring is used to guide and inform instruction and planning.
- Data is collected from observations in various settings and situations.

Questions to ask:
- ✓ *Does the teacher/staff use a progress monitoring tool that has specific skills listed?*
- ✓ *Does progress monitoring include a variety of skills across domains and at varying developmental levels?*
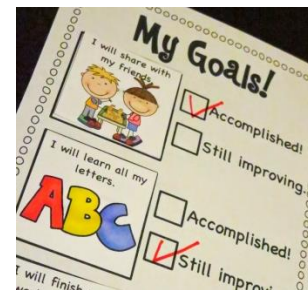
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Refer to FL Standards to determine ranges of development in functional use of skills. → Include information from families in progress data.	***Resources related to Progress Monitoring*** ***Early Childhood Building Blocks for Inclusion*** ***Partnering with Families***
Targeted/Specialized Supports → Provide visuals that support children in understanding goals for specific lessons and activities. → Provide visual expectations and a marking system such as checks or stickers to help children self-monitor. → Support children in rating and determining "How I am Doing" related to the steps of learning a skill. → Collect data that is related to specific steps of activities and record the needs for supports. Consult and collaborate with family members and service providers to help determine "next steps" for children.	***Flow Chart for Using Data*** ***Sample Group Matrix*** ***Using an Activity Matrix to Observe Skills*** ***Example: Activity Matrix (Individual)*** ***Activity Matrix for Planning Observations*** ***Opportunities for Observation and Data Collection***
Intensive Interventions → Collect data that is detailed for each activity to describe the level of prompting and support needed, as well as the rate of progress. Data such as this is important for reviewing and revising learning goals. → When collecting data related to behavior supports, include information that can be used in determining antecedent behavior as well as reinforcers. → When collecting data related to communication, note the child's modes of communication as well as reasons for communicating.	***Accommodations and Modifications*** ***Example: Activty Matrix (Individual)*** ***Flow Chart for Using Data*** ***Opportunities for Observation and Data Collection***

Evidence of Lesson Planning
1e. Activities match information in plan book and/or posted daily schedule.

Quality indicators: • Teachers keep to the posted schedule in order to maintain consistency and predictability and encourages independence in the use of schedules. • Teacher explains the routine and expectations throughout the year and children are able to practice routines in a variety of situations. • The schedule is flexible enough to address teachable moments or unexpected events that may arise.	
Questions to ask: ✓ *What happens if the children are particularly interested in an activity but the time for the activity is exhausted?* ✓ *Under what circumstances do you change or modify the daily schedule/routine?*	
Supports, Accommodations, Adaptations	**Links for Additional Information** **Right click to open in new window**
<u>**Universal Supports**</u> → Visual supports for schedules and routines are displayed and referenced throughout the day. → Visuals include a variety of representations to meet unique needs and enable practice in varying settings.	*Universal Design for Learning (TATS/FIN)* *Basic Tips for Teachers (Head Start)*
<u>**Targeted/Specialized Supports**</u> → Children are provided assistance and support in learning the meanings of classroom visuals and are provided guided practice during routines and activities. → Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule. → Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed	*Activities to Encourage Social Development* *The How and Why - Using Small Groups in Preschool*
<u>**Intensive Interventions**</u> → Provide strategies within routines to assist with transitions, example: first/then cards, timers to show when activities end or begin. → Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule. → Provide individualized assistance, prompting, and guided practice throughout various situations. → Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed.	*Tip Sheets from Head Start Center for Disabilities* *Activity Matrix to Infuse Goals* *Opportunities for Observation and Data Collection* *Checklist based on Levels of Support* *Routines based Activity Matrix* *Objectives based Activity Matrix and Data Sheet*